



WORKING WITH CAMPER

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CAMP LEO

Working with Campers

Policy and Procedure Manual

(PD 1, HR)

PREPARING FOR CAMP

A well-prepared counselor is a more successful counselor. Trying to “wing it” seldom works—campers will notice if you are unprepared, and will become distracted and disinterested if activities are not age-appropriate or well thought out. Distraction and disinterest lead to roughhousing and behavior problems. Extra effort and planning time can help staff have a more positive experience. As staff, you should:

- Know your age group—be aware of their developmental level in order to
 - Plan age-appropriate activities (skill levels, attention span)
 - Know what you can expect from this age level, and what you shouldn't
 - Be aware of their ability to relate socially and how to help them if they are struggling

- Before Camp
 - Familiarize yourself with this manual
 - Bring themed decorations or get some art supplies from the arts and crafts center (with permission) to make the cabin special
 - Bring or plan a small activity for campers to do as soon as they arrive (should be easy to explain, easy to do independently, and easy to join, since you will have campers arriving at different times and will need to be able to separate from the activity to talk to parents)
 - Plan name games and icebreakers to play as a group

- On the First Day
 - Prepare questions to ask parents (privately) at drop-off:
 - Is there anything I need to know about your camper that is important to him/her in order to have a good time at camp?
 - What can I do to help your child have the best experience possible?
 - Do you have any goals for your child to achieve at camp?
 - Has your child ever been away from home? Spent the night away from home? What was the longest time?
 - In the event your child becomes homesick, what are some characteristics he/she displays? What are some things that help? At what point would you like to be called (with the understanding and if we call you, it most likely means you will need to come pick up your child)?
 - What characteristics does your child display when over-stimulated or tired?
 - Is there anything else you would like me to know?
 - Know your campers' names by the end of the first day—this is a MUST for making campers feel at home, feel respected and cared about, and less likely to misbehave—learn the names ahead of time if possible
 - Go over the camp layout with your cabin during the activity period assigned.
 - Point out which bathrooms are acceptable to use and closest to the cabin
 - Show them where the camp boundaries are
 - Go over what activity areas are restricted from use.
 - Be familiar with camp protocols and rules as they apply to campers, and go over these with your cabin. Enlist experienced campers to contribute to teaching the newer campers the ropes

- During Camp
 - Have several QSGs (quick, silly games) ready for the first day and throughout camp.
 - Unstructured down time and transitions are likely times for misbehavior—prevent it!
 - Games build community and keep down time fun!
 - Great for unstructured cabin time, transitions, waiting between activities
 - Be prepared to play a game at a moment's notice
 - Know the game(s) well enough to be able to explain/teach them effectively
- Once you know your cabin, prepare each day by reflecting on the group dynamics of your campers
 - Be aware of the power of peer pressure—allow the natural leadership of “veteran” campers to help guide others, as long as it is positive
 - Allow the campers to participate in this reflection. At some point during the day (evening cabin time is good), have a “cabin meeting” time. Ask your campers how the day went, to share what activities they enjoyed, what they learned, what behaviors they were proud of or were positive (in themselves and others), and what behaviors they could work on (personally)
- Get excited about camp and the activities! As long as you are genuine, they will follow and join in your enthusiasm

SUPERVISING CAMPERS

(HR 12D, 15, 16, 17)

During General Camp Activities

Camp staff responsibilities for supervision of general camp activities are as follows:

- **During structured activity time with a specified activity leader** (i.e. Archery, Laser Tag, Rock Climbing), the Counselor and/or Cabin Medical Staff are responsible for monitoring camper behavior, encouraging full participation, engaging campers if they are not directly involved (i.e. waiting for the Zipline), and supporting activity staff as needed to successfully run the activity
- **During structured activity time, in the absence of a specified activity leader** (i.e. Game Room, Day Hike, Life Size), the Counselor and/or Cabin Medical Staff assume the role of activity leader
- **During mealtimes**, AT LEAST one staff member (Counselor or Cabin Medical Staff) is expected to sit with the cabin group, and is responsible for camper care during the entirety of the mealtime. Counselor and Cabin Medical Staff should alternate meals if there is only room for one staff member at the table. All cabin staff members should sit with the cabin group if possible.
- **During unstructured times** (FOB, night time, personal hygiene periods), the adult staff member(s) assigned to the cabin group at that time is responsible for their care—generally Counselor or Cabin Medical Staff; CITs only during wake-up and morning routines
- **Primary Caregiver** The Counselor is the primary caregiver, except during the Counselor meeting and Counselor break, at which time the Cabin Medical Staff is placed in this position; Cabin Medical Staff assumes responsibility as needed in the absence of the Counselor
- **On Duty** When “on duty,” staff members are expected to be with their campers and actively participating in the assigned activity at that time
- **Swimming Time** The only exception to these assignments of staff supervision is swimming time (see Camp Leo Aquatics Policy and Procedures)
- **Additional Help Needed** If additional help is needed, Counselors may seek support from the Counselor Lead, Cabin Medical Staff from the Medical Lead, and CITs from the CIT Lead—all Leads will have walkie-talkies on their person at all times to facilitate prompt communication

Expectations for All Staff During Camper Supervision

When interacting with and supervising campers, all staff members are expected to:

- Focus attention primarily on campers’ needs and interests rather than on other staff and themselves
 - Be attentive to all campers during meals and activities for signs of sickness, homesickness, overheating, dehydration, sunburn, and other unusual behavior
 - Before lights out, discuss with campers what they did during the day, what they enjoyed and why, what they learned, and any problems or suggestions they have
 - Be a good example in language, manners, dress, and ethics for campers
- Speak with and listen to campers in a manner that reflects respect or each individual, including those of different backgrounds and abilities
 - Call campers by their names or preferred nicknames only
 - Speak with campers at eye level
 - Use language that is easily understood and appropriate
 - Clearly explain what you are doing now and what will happen next
 - Use techniques that do not intentionally embarrass or ridicule anyone
 - Discourage and correct negative behaviors (see *Dealing with Problem Behavior*)
 - Carry out camp activities in different ways depending on developmental level of campers
- Create and support an environment that provides emotional and physical safety
 - Create a cabin contract as a cabin team (Counselor, Cabin Medical Staff, CIT, and campers)
 - Involve campers in setting expectations and rules
 - Ensure all camper-provided rules are at least considered and clearly explain the reason if they are not included in the contract, or work to adjust or reword them as needed for the cabin contract.
 - Rules should be stated positively (i.e. *walk* instead of *don’t* run, *keep bodies to ourselves* instead of *don’t* hit/kick/etc)
 - Post cabin contract in a prominent area of the cabin so it can be referred to if rules are broken and/or need refreshing

- In order for rules to be successful, they must
 - Be communicated to everyone involved
 - Be enforceable for all participants
 - Apply to everyone
 - Be followed and supported by campers and staff
 - Be as few in number as possible—focus on the important, necessary ones
 - Remind campers they can talk to you openly and if they have any concerns to speak with you or another trusted adult at camp
 - NEVER promise a camper that you will keep a “secret” for them
 - Some secrets cannot be kept—if you need to report what they are telling you, you want to be able to maintain trust between you and the camper
 - Reassure the camper that everything that you do will be to ensure their safety and well-being, let the camper know that they can trust you to keep their best interest at heart
 - Bullying and exclusion are not permitted and should be immediately addressed by the Counselor in a private, but not secluded, meeting with involved campers
 - Enforce established “quiet time” and “lights out” through leading by example and behavior management—it is important for both campers and staff to get plenty of rest
-
- Guide group behavior in a developmentally appropriate manner
 - Go over the schedule each morning and evening, or at mealtimes, at make sure your campers know when and where they are supposed to go, what to expect, and what they need to be prepared

MAINTAINING SUPERVISION OF HEALTH AND SAFETY

Health and safety of campers is the priority of all camp staff. In order to promote the general health and well-being of campers, staff should follow these preventative measures:

Prepare

- Make sure you take your water bottles with you to all activities and stop to fill them frequently
- Make sure clothes are changed daily and campers are dressed for the weather
- Make sure proper footwear is worn—shoes required, socks recommended—both dry!
- Protect campers from sunburn, poison ivy, and bug bites—prepare accordingly

Personal Hygiene

- Campers must brush teeth and wash faces daily
- Campers should shower regularly, swimming is not a substitute
- Extra toiletry supplies can be found in the Health Care Center if a camper runs out or has forgotten their supplies
- Matters dealing with personal hygiene should be discussed privately (in eyesight of another adult) with the camper

Food and Eating

- Be aware of eating habits and make sure campers are eating properly
- Staff and campers must drink plenty of water!

During Activities

- Observe the activity area before starting the activity for any broken equipment, dangerous or sharp objects, or other safety risks. Report these to the Camp Director immediately
- If at any point during an activity you feel that the activity has become unsafe, you may call a TIME OUT to resolve the safety issue
- Know special needs and limitations of your campers and watch out for them
- Always choose safety over fun during physical activities

Prevent Illness and Injury

- Encourage good health by leading by example
- Campers and staff need proper rest
- People with runny noses should use tissues
- People should cough or sneeze into their arm if possible
- **Hand washing** is extremely important! – after using the bathroom, after blowing your nose/sneezing/coughing, before blood glucose checks, before eating or handling food, after picking up trash or sweeping, after engaging in outdoor activities
 - Hands washed with soap and water for 30 seconds (sing the ABCs or Twinkle Twinkle); Purell is only to be used if hand washing is not an option
- Counselors must act as eyes and ears around camp; medical problems should be reported when they are small, not after they become significant
- Be aware of your campers' low or high blood sugar symptoms
- Be aware of your own diabetes management, show proper recording and food choices
- Send campers home as healthy as they came!

SUPERVISING CAMPERS AT NIGHT

At night, Counselors and CITs are expected to remain in their cabins with their campers.

- Homesickness most often occurs at bedtime—make sure to check in with campers, especially any who have expressed homesickness during the daytime
- Issues with hypoglycemia can go undetected during the evening, as campers are tired. Make sure you are checking in with each camper before they go to sleep. If they seem unresponsive or listless, check their blood glucose level.
- If there is a crisis during the night, send the CIT for help; if the cabin does not have a CIT, step into the hallway and call for help
- Listen for sleep-talking, crying and thrashing in the night; these may be signs of diabetes-related problems
- At the beginning of the week make sure campers know which bed is yours and remind them they can wake you up if they need help during the night
- Keep your bunk made and baggage organized as a good example for campers to follow and for safety in case they need to reach you in the night
- Campers are not allowed to change or share beds once they have chosen their bunks and written their names on their name tags, due to safety for nighttime blood glucose checks

ADDRESSING HOMESICKNESS

When homesickness is identified in a camper, the Counselor and/or Medical Staff is responsible for addressing it with the camper in a private, but not secluded, conversation. The Counselor and/or Med Staff should enlist the use of knowledge and strategies outlined below in order to reintegrate the child into current activities or, if at night, to comfort the camper enough to sleep and readdress the issue in the morning. Calling home should not be offered as an option for the camper at this stage; often a camper can be soothed without calling home, and doing so will most likely escalate the situation rather than alleviate the issue.

If the Counselor is not able to successfully reintegrate the camper or if the camper is unable to sleep, he/she will enlist the assistance of the Counselor Lead. In the absence of the Counselor Lead or if he/she is unavailable, the Counselor will contact the Camp Director. At the discretion of the Camp Director, the parents may be contacted at this point to inform them of the situation, without the direct involvement of the camper in question. If the homesickness persists, the Camp Director, with the recommendations of Counseling and Medical Staff, will determine whether to contact the camper's parents with the camper.

Key Points:

- Homesickness is **normal**—most campers will have some homesick feelings on at least one day, some will have moderate levels of homesickness, and a few will have severe symptoms.
- Symptoms may include lack of participation, depression, anxiety, withdrawn behavior, somatic complaints (infrequently), and acting out (rarely).
- Most homesick children begin camp with a high level of homesickness, which continues to escalate until just before they go home
- There are several factors that can predict homesickness, and understanding them can help identify causes of individual cases of homesickness and contribute to a treatment plan. Predictors of homesickness are:
 - **Experience:** Children are more likely to get homesick if they are younger, have little or no previous separation from home, and/or have little or no previous experience at camp.
 - **Personality:** Children are more likely to get homesick if they feel like they have low control over their own emotions, experience anxiety or depression before camp, and/or are insecurely attached to caregivers.
 - **Family:** Children are more likely to get homesick if they feel forced to come to camp, if their parents expressed doubt or anxiety about sending them, and/or if they feel worried about home situations (upcoming move, divorce, etc.)
 - **Attitude:** Children are more likely to get homesick if they have low expectations, believe they will feel very homesick, and/or have a negative first impression.
 - **Environment:** Children are more likely to get homesick if there is a large cultural contrast (such as food, language, etc.), threats to physical or emotional safety, big changes in the daily schedule, lack of information, or perceived discrimination.

Eight Steps to Help Prevent or Mitigate Homesickness

1. **Orient and Welcome:** Learn your campers names before they arrive or within the first couple interactions. This will make them feel welcome and at home. Help them customize their cabin space and bunk bed with a name poster (separate from name tag for night rounds). Maintain close contact during the first day, checking in frequently—you are their substitute parent.
2. **Integrate:** Integrating campers into camp life immediately gives them a good first impression, gets them excited about camp, and gives them a sense of control. Play icebreakers to get to know one another and everyone's name, make sure schedules and maps of camp are posted in visible locations, and always tell kids what's coming up next in the schedule (before transition occurs).
3. **Provide Social Support:** Homesick kids are lonely. Normalize their experience and empathize with their feelings. Show you care, but don't let homesick kids monopolize your time. Encourage them to get involved and pair them with returning campers for social support.
4. **Promote a Connection with Home:** Use some FOB time to help campers write letters. Have them think about their favorite parts of camp and all the new experiences they are having.

5. **Assess Coping:** Determine their coping *method* by asking “Tell me all the things you think or do to help make things better when you’re feeling homesick.” Determine their coping *goals* by asking “What did you hope might happen when you _____?” Make sure they are coping in realistic ways.
6. **Analyze Coping:** Is your homesick camper trying to cope by changing things that cannot be changed? Or has he/she given up? The most effective way to cope is to adjust to things you cannot change (such as camp schedule) and change what you can (like participating in activities). It works, but requires time, dedication, and counselor encouragement.
7. **Teach Coping:** Things that work include
 - Doing something to feel closer to home, like writing a letter
 - Doing something fun to forget about being homesick
 - Talking with someone
 - Thinking about what you like about camp
 - Realizing that camp is actually pretty short
 - Trying not to think about home and loved ones
 - Thinking about loved ones and what they might say to help
 - *Things that **don’t** work: wishful thinking, giving up, getting mad, running away*
8. **Encourage and Follow-up:** Keep most conversations about homesickness to a 15-minute maximum. Set a check-in time for the following day and remind them that staying busy is one of the best ways to feel better. Continue with the activities for the day and don’t forget to check in when you said you would.

Encouraging Positive Behaviors

(HR 12D, 17)

The most effective approach to discipline and camper management emphasizes prevention—strategies that reduce the likelihood of misbehavior occurring in the first place. In order to encourage positive behaviors and appropriately address and mitigate negative ones, staff members are expected to:

- 1. Get to know the campers:** Campers are more likely to respect and listen to staff members who demonstrate that they really care about them and value them as individuals. Knowing camper names quickly is of utmost importance, especially on the first day, and getting to know them better over the week will not only increase their trust in you, but also give you insight into how to work with them.
- 2. Lead close-up:** People in general, and especially children, are less likely to listen to you if you are far away. Close proximity is an excellent way to grab and maintain attention when you are speaking with your campers, whether individually or in a group.
- 3. Establish rules early:** Create a cabin contract (see *Supervising Campers*)
- 4. Put on the brakes:** It is important to remember to be “childlike” and not “childish.” Children are naturally curious and energetic, but this can easily lead to chaos if left unmanaged. If the group begins to lose control, it is your responsibility to put on the brakes and regain control. Listen for raised or angry voices and look for frustrated faces, tense body language, and/or confrontational stances. If any of these are occurring, move toward the involved campers immediately and check in.
- 5. Supervise actively:** Supervising campers does not mean just watching them or being in close proximity during activities, you are expected to be actively involved. Walk around, talk with campers, and see what they are doing and how they are feeling. Doing so will not only keep you in tune with your group, it will also allow you to prevent misbehaviors and identify any negative interactions.
- 6. Use effective praise/encouragement:** It is easy to call attention to misbehavior, but it is even more important to call kids out when they are doing something right. When campers arrive, they will be looking for boundaries. Encourage and reinforce positive behaviors by offering genuine praise that is positive (not sarcastic), immediate (in the moment), specific (not vague), and true (not exaggerated). Use encouragement words that tie praise to the actions of the camper and not yourself (for example, “Thank you for cleaning up your bunk this morning” or “I noticed you took initiative and cleaned up,” instead of “I like how you cleaned up your bunk”).
- 7. Model appropriate behavior:** Staff members are the role models at camp; they are expected to set a good example by following all rules and procedures of camp, using appropriate language at all times, and actively participating in all activities and aspects of camp.

Teachable Moments: Camper and Staff Conversations

When campers need to have a serious conversation with a staff member, it is important to keep these listening skills in mind in order to promote a positive relationship and assure the camper that he/she has your full attention and interest:

- Warn them if time is limited, schedule another time to hold or finish the conversation
- Never cut them off or interrupt
- Make eye contact, be on their level physically
- Ask questions to show your interest and that you’re really listening
- See the problem through their eyes and empathize
- Recognize that each camper is different; how you handle a situation will be different with each one
- Remain calm, rational, and logical, even if the camper isn’t
- Limit advice-giving; give the camper opportunity to arrive at their own conclusions—if they ask you for the solution, ask them what **they** think—guide instead of tell
- Have them tell you what they think is the solution, let them know if you agree
- If you do not agree, offer other perspectives, but do not simply command what’s right or wrong—give them the pros and cons of each possibility and allow them to form their own perspective

Dealing with Problem Behaviors

(HR 17)

Regardless of preventative measures put in place, misbehavior can still occur. When problem behaviors arise, the following are some effective strategies for dealing with such behaviors:

- 1. Take a break:** Ask the camper to sit and think about their behavior. Tone will vary with the age of the camper, but the objective is the same—to reflect on how his/her behavior affects self and others. When giving a break, staff should use a calm voice and ask the camper to take a break for five minutes before discussing the behavior. At the end of five minutes, ask the camper about the behavior that led to the “time out”: What happened? Why do you think that happened? Who was affected and how? What do you think you could do differently next time?
- 2. Requests and rationales:** Sometimes misbehavior is not intentional. Calmly stating your request, such as “Please ask before you borrow my flashlight” is more effective when it comes with rationale, such as “I just like to keep track of my things.” Give campers the reasons behind the rules so it does not seem like you are arbitrarily flexing your authoritative muscle.
- 3. State desired behavior and consequence:** Combine a calm, clear statement of the positive alternative behavior (“Instead of hitting someone you’re angry with, use your words or come find a staff member”) with its consequence (“If you hit someone again, we will need to create a behavior contract”). Do not get angry, raise your voice, or threaten a consequence you cannot enforce—you will lose your credibility. To be most effective, consequences should
 - Be immediate
 - Directly relate to the misbehavior
 - Be appropriate to the severity of the behavior
 - Apply equally to everyone
- 4. Refer back to the Cabin Contract and the Camper/Parent Agreement on Camp Rules:** Use the cabin contract as a touch-point during the week to redirect problem behavior. Ask campers to identify whether their behavior is in keeping with the cabin contract and, if not, how they could modify their behavior to achieve that goal.
- 5. Logical consequences:** Whenever possible, implement consequences that are logically connected to the behavior itself. In this way, they will not only receive a consequence directly related to their actions, but they are more likely to remember the cause-and-effect correlation of their choices. For example, it’s logical to have a camper clean up the graffiti he wrote inside a camp building, or pick up trash on the campsite if they are caught littering. Missing out on a movie or a special treat is a less logical consequence for this particular behavior.
- 6. One-on-One conversations:** Listen and ask open-ended questions. Stay calm and make sure you get the story from all sides before making any decisions about instigation or consequences. Sit and talk with involved campers individually to share perspective and brainstorm solutions, creating a specific plan of action. Ask the camper what you can do to help him/her be successful with the plan.
- 7. Avoid a power struggle:** If you feel yourself beginning to engage in a power struggle and feel angry or frustrated, disengage immediately. Let the camper know that his/her behavior is unacceptable, but at this time you are unable to address it. Make sure they are aware that you are not letting go of the situation, but will address it at a later time. In the meantime, they should consider their behavior and possible consequences. If the camper continues to misbehave, seek immediate assistance from the other Counselors or Counselor Lead.

CAMPER/PARENT AGREEMENT ON CAMP RULES

Behavior Contract

Prior the beginning of camp, every camper and parent is required to sign a behavior contract explaining Camp Leo's expectations of their behavior and indicating their agreement. The conditions of this agreement and its consequences will be reviewed during training.

Contract Text

Our goal is that every child and staff member at Camp Leo can enjoy a fun, safe environment. For the benefit of other campers, the staff, and myself, I agree to conduct myself in the following respectful manner:

- I will demonstrate respect for staff, the fellow campers, and myself at all times.
- I will stay on the camp property during the camping session unless accompanied by staff members on a planned activity.
- I will not intentionally injure or endanger myself or any other campers or staff members physically or emotionally.
- I will appropriately manage my diabetes to the best of my ability and will not engage in any intentional behavior that might cause harm, such as keeping my blood glucose high or low on purpose.
- I will only take medication, including my insulin, under the supervision of a medical staff member.
- I will wear appropriate clothing and footwear for all activities at camp.
- I will respect the environment, camp, camp equipment, property, and the personal property of others. If I do not, my family will be liable for damages caused.
- I will not use foul, abusive, or threatening language.
- I will not engage in any sexual contact, indecent exposure, or entering a cabin of opposite sex.
- I will not engage in harassment, discrimination, or slander on the basis of race, religion, color, sexual orientation, gender identity or expression, national or ethnic origin, sex, age, or disability.
- I will not possess or use tobacco products, illicit drugs, alcohol, weapons, or paraphernalia.
- If I am with someone who is breaking one of the above rules, I will talk with my Counselor or Camp Director about it.

If I do not follow these rules, I:

1. Can be promptly dismissed from camp.
2. Must have a parent/guardian come to camp to pick me up.
3. Forfeit all camp fees.
4. Risk losing the privilege of returning to camp in the future.

By signing below I am indicating that I have reviewed the rules and consequences outlined above with my parent/guardian and that I understand them. Following the rules will help camp be a safer, happier environment for everyone.

Camper Signature:

Date:

By signing below I am indicating that I have reviewed the rules and consequences outlined above with my camper and that to the best of my knowledge he/she understands them. I agree to pick up my child from camp if he/she breaks this contract. I understand that in the event that my child is sent home because they have violated this contract we will forfeit all camp fees.

Parent Signature:

Date:

CONFLICT RESOLUTION STRATEGIES

When conflict occurs between two or more campers, staff members should address the issue immediately or as soon as possible. Some reasons for waiting to address conflict could be if camper and/or staff emotions are high, or if there is only one staff person and the discussion cannot be held out of earshot of the other, uninvolved, campers. The steps for conflict resolution are as follows:

- 1. Listen reflectively:** Give all campers involved in the conflict an opportunity to speak and share their version of what happened. If the other(s) try to interrupt, remind them they will have their turn to share their side of the story.
- 2. Restate and empathize:** When each camper has finished speaking, repeat back what you understood from their story and make sure it coincides with what they were trying to say. Empathize with and validate how they are feeling.
- 3. Ask open-ended questions:** Guide the conversation, rather than leading it, and assist the campers through open-ended questions to discover the source of the issue and possible solutions to resolve it. Once some possible solutions have been named, guide the campers in choosing a plan they can both or all agree on.
- 4. Take responsibility:** The tendency in a conflict is to blame the other for the situation, rather than take responsibility for one's part in it. Make sure campers acknowledge their own behaviors and positive alternatives they could use in the future to avoid future conflict.
- 5. Affirm, forgive, or thank:** Once a solution is agreed upon by all parties involved and a plan is set in place to prevent future conflicts, campers involved in the conflict can forgive one another for the behavior that led to the conflict or thank them for working together to find a solution.

CAMPER DISCIPLINE

Progressive Steps in disciplining a camper are as follows:

- **Step One:** Discuss the behaviors of concern with the camper. This should include logical consequences and a discussion with Counselor Lead (with or without camper present, depending on severity). If the advice from the Counselor Lead is not effective, a meeting will be held with the camper, Counselor, and Counselor Lead
- **Step Two:** If the behavior continues, go over the camper/parent agreement on camp rules. Then develop a specific behavior contract with the camper addressing the problem behaviors. This form is available from the Counselor Lead and is meant to be developed in a meeting, with the input and support of the camper, Counselor, and Counselor Lead. The Camp Director should be notified.
- **Step Three:** If this does not resolve the problem, follow the steps on the behavior contract, which may include sending a camper home. The Camp Director must be involved at this stage, and will determine the next steps, with input from the Counselor and Counselor Lead. Campers should be aware that involvement of the Camp Director is serious and an indication that all other options have been exhausted.

Inappropriate Techniques

Corporal Punishment is strictly forbidden at Camp Leo, and any form of physical punishment is NEVER acceptable. If a staff member begins to feel angry at a camper, he or she is expected to STOP, take a break and some deep breaths, and get help from another Counselor or the Counselor Lead. Staff is NOT allowed to hit or touch in anger, yell at or humiliate the camper, or meet with the camper out of direct view of other adults.

Incident Reports (see following page)

(OM 5)

The Camp Director will fill out an incident report for the following types of behavior:

- For any incident in which a camper endangers, threatens or injures themselves, another camper, or staff member (on purpose or on accident)
- Any problem behavior that escalates to the point of a camper being sent home
- Any report of child abuse or child endangerment by a staff person or camper

The incident report will be written in the standard SOAP (subjective complaint, observation, assessment, plan) format. The Executive Director will review all incident reports after they are complete.

The incident report will be limited to a single camper entry per report, so that entries may be copied and given to parent or guardian to submit to camper primary care or diabetes care physician after camp. Names of other involved campers should not be used unless absolutely necessary.

All incident reports and records gathered or produced during the camp season must be kept for up to two years after the minor involved has reached the age of majority. For Camp Leo, records will be maintained until the youngest camper in that session reaches the age of 21. Records may be kept in either printed or digital formats.

Camp Leo for Children with Diabetes Accident/Incident Report Form

(OM 5)

Fill out 1 form on each incident or person. Note that all Incidents must be reported to Camp Director or Medical Director if the event involves a complaint about the Camp Director. Please file report in file folder marked "Incident Reports Filed" so follow up can be done.

Name of person involved _____ Age _____ Gender _____ Camper Staff Visitor

Name of Parent/Guardian (if minor) _____ Parent/Guardian Phone # _____

Name/Addresses of Witnesses (you may wish to attached signed statements)

1. _____
2. _____
3. _____

Type of incident Behavioral Accident Injury Epidemic Illness Other _____

Date of Incident/Accident _____ Hour _____ am/pm

Describe the sequence of activity in detail including what the injured person was doing at the time (use back if needed)

Where did the incident occur? (specify location, including location of witnesses. Use diagram if necessary.)

Was injured person participating in an activity at time of injury? Yes No Activity _____

Was any equipment involved in the accident? Yes No Equipment _____

Is there anything that the injured or ill person could have done to prevent the injury or illness?

Emergency procedures followed at time of incident/accident

By whom? _____

Submitted by _____ Position _____ Date _____

Phone number _____

SPECIFIC PROBLEM BEHAVIOR POLICIES

Bullying

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, physical or verbal attacks, and intentional exclusion. The roles campers play in bullying include the bully, the target, or the witness, but many can play more than one role at any given time. Intervention for bullying involves three steps:

1. **See** bullies and their behavior for what they really are: they don't feel like they belong, their sense of social order has been disrupted, bullying is a cycle, they are acting from insecurity, they are biased to perceive events as threatening
2. **Teach**
 - Teach **bullies** alternatives to their behavior: stop behavior immediately, listen reflectively, watch for signs of emotional pain or depression, teach alternative ways to have fun or express strong emotions, demonstrate problem-solving techniques, spend time helping them form successful social connections, don't accept excuses
 - Teach **targets** alternatives: learn to ignore teasing, be assertive and say "no" to teasing, remind them they don't have to deal with bullying alone, remind them to tell an adult especially if their safety is in question, help them create an alliance of supportive peers/adults
3. **Monitor** bullies and their targets to guide their progress: spend time with both, model and create opportunities for forgiveness, use camp as a chance to redefine social roles, praise successful social skills

If **bullying behavior does not cease** after the Counselor has addressed the issue, then the Counselor Lead should be notified. If bullying continues after intervention, then the Camp Director should be notified.

Eating Disorders

If a camper is observed with any of the symptoms listed below, a fellow camper reports knowledge or suspicion of an eating disorder, or if a camper him/herself admits to an eating disorder, the Cabin Medical Staff should be informed immediately. The Cabin Medical Staff should then discuss with Lead Medical Staff and Camp Physician to determine severity and further steps of action. Warning signs may include, but are not limited to:

- Obsessive preoccupation with physical appearance and/or nutrition
- Frequent trips to the bathroom, especially following meals
- Not eating or persistent lack of appetite
- Sneaking or hoarding food
- Claiming to be constantly hungry
- Excessively high blood glucose level
- Pump history not corresponding to Medical Staff's individual health record

Aggressive Behavior

Any aggressive behavior that puts the health and safety—emotional or physical—of fellow campers or staff members at risk, will be immediately addressed and reported to the Camp Director. At the discretion of the Camp Director, depending upon the severity of the aggression, the camper will enter into a specific behavior contract for the remainder of camp or be dismissed from camp.

Substance Abuse

If a camper is seen using any illicit drugs, marijuana, alcohol or tobacco, and/or caught with related paraphernalia, or if a fellow camper reports observance of such activity to a staff person, such behavior should be immediately reported to the Camp Director.

Encouraging Diversity and Addressing Sensitive Issues

(HR 11, 18)

When campers approach staff members with any of the following topics of conversation, or if a staff member overhears campers speaking about any of the following amongst themselves, staff should intervene and guide the conversation in an appropriate manner.

Substance Abuse

Use of any illegal substances, marijuana, tobacco, and/or alcohol on camp premises is grounds for immediate dismissal of staff or campers. Should these topics of conversation arise, campers should be reminded of this policy and discouraged from further discussion, unless they are addressed in supervised camp programming.

Sexual Behavior and Sexuality

Co-ed sleeping arrangements, sexual behavior, or fornication are grounds for immediate dismissal of staff or campers. Should sexual behavior arise as a topic of conversation, campers should be reminded of this policy and discouraged from further discussion, unless they are addressed in supervised camp programming. If possible, such conversation should be shifted into discussions of healthy relationships instead.

Camp Leo encourages diversity and welcomes any camper regardless of gender identification or sexual orientation. If sexuality and sexual orientation arise as topics of conversation, staff can encourage questions and conversation, while closely monitoring to ensure that no bias, intolerance, or derogatory statements are expressed.

Religion

Camp Leo encourages diversity and welcomes any camper regardless of religion or spiritual belief. If religion and/or spirituality arise as a topic of conversation amongst campers, staff can encourage questions and conversation, while closely monitoring to ensure that no bias, intolerance, or derogatory statements are expressed.

Camp Leo is located at Camp Berachah at Buck Creek, a Christian camp and conference center. Out of respect for the staff of these facilities and in compliance with Camp Berachah policy, a nondenominational prayer is offered before each meal in the form of a song. If campers wish to pray in addition to this, or at other times of the day, they are provided the time and opportunity to do so.

Divorce

If parental separation or divorce arises as a topic of conversation, staff can guide the discussion to ensure accurate and appropriate information is being shared and to monitor individual camper responses. If a staff member determines that a camper is emotionally affected by such discussions, the staff member should have a private, but not secluded, conversation with the camper.

Personal Lives of Staff

Staff members have two identities—their “real” selves and their “camp” selves. It is for your own well-being and that of your campers to keep these two identities separated, which is why each staff member is expected to have and utilize their camp nickname. If campers ask intimate questions about a staff member’s personal life, he/she is expected to remind the camper that personal life is separate from camp and that he/she does not feel comfortable discussing that information.

Child Abuse Policy

Child abuse is a serious issue. Any concerns must be brought to the immediate attention of cabin counseling or medical staff. Cabin counseling or medical staff will report any concerns to Camp Director and Camp Physician/ARNP. Licensed personnel are required by law to report within 24 hours abuse or suspected abuse to the Washington State Department of Social and Health Services (DSHS).

Abuse is defined as injuries inflicted upon a child by another and may include neglect, bruises, cuts, welts, burns, fractures, sexual contact, or other harm. These issues must be brought to the attention of the camp licensed personnel and the decision to report will be at their discretion. Confidentiality will be maintained at all times.

DSHS Offices within local communities are responsible for receiving and investigating reports of suspected child abuse and neglect. Reports are received by Child Protective Services (CPS) located in each community office and assessed to determine whether the report meets the legal definition of abuse or neglect and how dangerous the situation is.

The following Camp Staff are considered mandatory reporters of abuse by law:

- Medical practitioners
- Nurses
- Psychologists
- Pharmacists
- Child care providers (Camp Director, Executive Director, Board of Directors)

Camp policy strictly forbids corporal punishment. Sexual contact of any kind with a camper is strictly forbidden and such behavior would be cause for immediate dismissal from the staff. Camp Leo will notify the appropriate authorities should they become aware of any such abuse.

In order to avoid any allegations of inappropriate contact Camp Leo staff will avoid any situations where they are alone one-on-one with minors, out of the sight of other camp staff or campers. If health care providers must discuss sensitive issues or do physical exams they must have another health care provider present. These policies are thoroughly discussed at camp staff orientation.